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MONTANA GUIDANCE NEWS AND VIEWS

January, 1969

State of Montana
Department of Public Instruction
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IMPLICATIONS OF THE VOCATIONAL EDUCATION AMENDMENTS OF 1968*

The Vocational Education Amendments of 1968 modify existing vocational programs, but more importantly, admonish the U.S. Office of Education for the failure of its vocational programs to reach more poverty people. It is clear that there is a mandate for special efforts and expenditures to reach people with academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education programs.

If vocational education is to prepare young people to compete successfully in today's labor market and society, we must begin to examine ways to expand curriculum to make it more relevant to the students and to actual and anticipated needs of the job market.

Title I, Part G, of the Act provides for Cooperative Vocational Education Programs and states the many advantages of combining work experience with formal education. The appropriation for that section would not allow for universal work-study opportunities, but there might be ways to build upon this concept and include it in all aspects of vocational training. This might be done by involving private industry and other community agencies to make these opportunities available to more students. Student-run "co-ops," snack bars, concessions, and book stores might be set up in schools. Entrepreneurships could resemble two current efforts in the Watts section of Los Angeles, "Operation Bootstrap" and "Green Power Foundation, Inc." Bootstrap is involved in a number of businesses, including a dress shop where girls design, sew and sell dresses, thus learning all of those skills plus bookkeeping and other managerial techniques. This type of enterprise might dovetail very well with Part F of the amendments dealing with Consumer and Homemaking Education. The boys dominate in the Green Power efforts; their most famous product is the "Watts Wallopper," a baseball bat sold commercially with much success. Similar business efforts might be fostered in vocational-technical schools. The important ingredient of creating "capital" and earning profits is not to be overlooked.

The needs of the labor market change rapidly and it is important that the curriculum reflect the demands of new technical areas. The employment possibilities in fields such as the computer sciences, communications, aerospace industries, and transportation have been identified, but it is important to constantly reassess the job market in a given area. Close and continued coordination with businesses and industry in the locale is essential.

As public institutions and city, state, and federal governments have grown to meet increasing demands for services, a whole complex of new jobs has opened also. In education, health, and the social services, new roles are being developed for para-professionals and semiprofessionals. In education, thousands of dollars are spent each year to train indigenous community people and parents to assume roles as teacher aides, community liaisons, etc. It would be valuable if some of this training could be included in the secondary curriculum and could be linked with work experience in schools receiving funds under Title I or Head Start or

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* Contained in this article is a summary of the Vocational Education Amendments of 1968, Public Law 90-576, and of a memorandum to state directors of vocational education, November 18, 1968, by Dr. John Hughes, Director, Division of Compensatory Education, Office of Education, Washington, D.C. The summary was prepared by William Ball, Director, Vocational Education, Department of Public Instruction.

Follow Through programs. The medical professions have also carved out a role for the para-professional. Complicated medical procedures have been broken down into their component parts and are now being performed by trained non-professionals. People have also been trained as licensed practical nurses and medical technologists. In the social service field, it would be interesting to experiment with training young ghetto residents to work along with case workers and to man day care centers. They could be trained on the job and receive credit and a salary for their work.

Another possibility for the section dealing with Consumer and Homemaking Education concerns the statement that programming in this area should be especially concerned with "Social and cultural conditions and needs, especially in economically depressed areas...(and should)...help improve home environments and the quality of family life" in economically depressed areas. It seems that this language affords the opportunity for very broad interpretation and would allow the introduction of courses relevant to the needs of the target population, e.g., sex education, child development, marriage and the family, consumer education, etc. A proposal written this summer by a workshop of parents, community representatives, students and teachers, which was blue-printing programs for improving schools in the Anacostia area of Washington, D.C., indicates that such practical courses would have strong community support.

Vocational training can involve more than acquiring skills: the mechanics of getting a job, interviewing, applying, etc., should also be included in the programs.

The National Advisory Commission on Civil Disorders, the Commission on Equal Educational Opportunity, and the Mayor's Advisory Panel on Decentralization of the New York City Schools all state that the success of education, particularly in the ghetto, is dependent upon reducing the isolation of the schools in poverty neighborhoods. Former Commissioner Howe has suggested:

> Education occurs on both sides of the fence. Schools must ally themselves with all other forces in the community that advance or retard learning, taking advantage of the beneficial influences and seeking to moderate the harmful ones.

If any of our programs for the disadvantaged are to be truly effective, we must involve community residents, community agencies, parents of children in affected schools, and the students themselves.

The Vocational Education Amendments call for the establishment of National and State Advisory Councils (Sec. 104). The members are to include various experts in the field, representatives of labor and management, etc., but it is especially significant that no less than one-third of the members are to be "representative of the general public...including parents and students."

The establishment of local advisory committees to further involve members of the target population and thus improve the quality of your programs should be considered.

Another group of valuable allies and advisors could come from the private sector of the economy. Industry has always been in the business of recruiting, training, and placing, and many industries have extended their activity to the

disadvantaged. Eastman-Kodak in Rochester, New York, and IBM in Los Angeles are two large companies which have been especially successful.

In conclusion, the provisions of the Vocational Education Amendments of 1968, although not funded at the present time, would seem to provide new dimensions in better meeting the needs of students seeking preparation in the field of vocational technical education. For additional information concerning the amendments, obtain a copy of Public Law 90-576 dated October 16, 1968, from your congressman or from the U.S. Office of Education, Division of Vocational Technical Education, Washington, D.C. 20202.

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A MESSAGE FROM YOUR MPGA PRESIDENT

By Mr. William McClaren, Dean of Students
Flathead Community College, Kalispell

The Montana Personnel and Guidance Association, affiliated with the American Personnel and Guidance Association, is a professional association for all counselors in Montana. With well over 300 counselors in the state, the organization should be a dynamic force in Montana education, and should be helpful in fulfilling counselors' needs.

Since becoming President in October, I have had the opportunity to meet many of you and as the year progresses, I will be looking forward to meeting many more. With your assistance, M.P.G.A. should continue to grow and be an effective organization.

The Board of Directors of M.P.G.A. met in Helena in December and outlined the activities for the year. The first Newsletter will be published in January. The legislative and constitutional committees are active and plans are being formulated for the state meeting in the spring. Montana will be represented at the A.P.G.A. Convention by two senators and the Association president.

On behalf of the Association, I would like to compliment Bruce Patrick, our past president, on the excellent state convention in October in Great Falls. The speakers were outstanding.

The M.P.G.A. officers elected at the meeting are as follows:

President	- William McClaren Flathead Valley Community College Kalispell
Vice-President	- Mrs. Carole Brown Hellgate High School Missoula
Secretary-Treasurer	- Orvis Stenson C. M. Russell High School Great Falls

In conclusion, I want to take this opportunity to encourage each of you to join your state organization now. Please complete the application form for membership and mail it today.

MONTANA PERSONNEL AND GUIDANCE ASSOCIATION
Application for Membership

Schedule of Fees		Make checks payable to M.P.G.A. and mail to:
M.P.G.A.	$5.00	Mr. Orvis Stenson, Treasurer
Student membership in M.P.G.A.	$2.00	C.M. Russell High School Great Falls

Please type or print

Name_____ Phone_____

Address_____City_____Zip Code_____

( ) Student at:
or
( ) Employed by:_____Phone_____

Address_____City_____Zip Code_____

Signed_____

Position_____

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DON PETERS CANDIDATE FOR ASCA PRESIDENT

Donald L. Peters, Head Counselor, Lewis and Clark Junior High School, Billings, is one of three candidates seeking the presidency of the American School Counselor Association. Glenn E. Fear, Counselor, Tipton Community School, Tipton, Iowa and Ted Harris, previously a counselor at Ben Franklin Junior High School and now completing a doctorate in Counselor Education at the State University of New York at Buffalo, are the other two candidates.

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1968 DETROIT CONVENTION ABSTRACTS AVAILABLE

Persons interested in obtaining a copy of the 1968 Detroit convention abstracts should mail $3.50 with name and address to APGA Publications Sales, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

YOUNG, WILSON AND HOYT WILL ADDRESS APGA CONVENTION

Three outstanding figures, distinguished by their service in the social and educational fields, have accepted invitations to address the three general sessions of the APGA's 1969 Convention in Las Vegas, March 30 - April 3.

Whitney M. Young, Jr., Executive Director of the National Urban League, will keynote the first general session on Monday, April 1. APGA's 1966-1967 President, Kenneth B. Hoyt, will define the convention theme, "Committment to Action," at the first theme session on Tuesday, April 2. Wednesday's speaker is Meredith Wilson, former president of two state universities and now President and Director of the Center for Advanced Study in the Behavioral Sciences at Stanford, California.

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FINANCIAL AID DIRECTORY TO BE DISTRIBUTED

The Project Talent financial aid publication, Directory of Financial Assistance Available to Students in Montana for High School, Post-High School Education, has been completed and will soon be mailed to all Montana high school and junior high school guidance personnel. Requests for the copies should be directed to Project Talent, State Department of Public Instruction, Helena 59601.

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APGA CANDIDATES FOR PRESIDENT-ELECT

The three condidates seeking the post of APGA President-Elect are Dr. Lyle Miller, Professor of Education and Chairman of the Department of Guidance and Counselor Education at the University of Wyoming; Dr. Ralph F. Berdie, Professor of Psychology and Director of Student Life Studies in the office of the Dean of Students at the University of Minnesota; and Henry L. Isaksen, Professor and Acting Head of the Department of Counselor Education at Florida State University.

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NEW VOCATIONAL GUIDANCE FILM AVAILABLE

A new film entitled Where The Action Is is now available from the State Film Library, Department of Public Instruction, Helena, Montana 59601.

The film depicts the kinds of work in today's complex technological world and how vocational technical education can prepare young people to find a place in the world of work.

Counselors interested in obtaining this film should consult the film coordinator in their school district.

HAVE YOU RECEIVED YOUR COPY OF THE PARAMEDICAL AND ALLIED HEALTH SERVICE OCCUPATIONS PUBLICATION?

A booklet entitled Paramedical and Allied Health Service Occupations In Montana was recently mailed to all school counselors in the state. The publication was prepared by the Research Coordinating Unit, Department of Public Instruction, and copies may be obtained from this source. The booklet will be especially useful to counselors since it indicates the need for and the occupational opportunities in the medical services in Montana.

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FEDERAL PUBLICATIONS ON DRUGS AVAILABLE

In accordance with the increasingly widespread use of drugs, particularly among the nation's youth, the U.S. Department of Health, Education, and Welfare's National Institute of Mental Health has prepared four up-to-date, objective, and attractively presented leaflets entitled Marihuana, Narcotics, LSD, and The Up and Down Drugs: Amphetamines and Barbiturates. Topics included range from the physical and psychological effects of these drugs to their legal limitations. These leaflets, which have an informal question-and-answer format, are available for five cents each (or $3.75 per 100) from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

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WHAT A COUNSELOR HAS A RIGHT TO EXPECT OF THE SCHOOL

By Dr. Kenneth B. Hoyt
College of Education
State University of Iowa

There is developing a clearer perception of the function of the counselor. What does the counselor have a right to expect in terms of "positive staff participation?" How should the professional staff work with the counselor? What actions of the staff are vital to the success or failure of the guidance program. It is time that counselors made answers to these questions clear to the colleagues.

Teacher-Counselor Relationships

There are four specific kinds of perceptions which deserve comment:

First, the counselor needs to be viewed as a colleague and not as a director or supervisor of teachers. The guidance responsibilities of teachers are ones that the teacher can affect if he wants to but cannot be forced upon him. As a teacher's colleague, the counselor should be present in teacher discussions of daily classroom experiences. His chances of being included in such discussions as an active participant are slight if he is seen in a supervisory rela-

tionship; as a "spy" for the principal or as the logical candidate to replace the principal if and when the principal leaves the school. The altogether too common pattern of moving from teacher to counselor to administrator has not been helpful to teacher-counselor relationships.

Second, the counselor should be viewed as a consultant to the teacher. There are four ways teachers should utilize the consultative services of the counselor. (1) In the study of pupil characteristics and the causes of pupil behavior, the counselor is the school's prime specialist in student appraisal procedures. (2) The interpretation of pupil data taken from cumulative folder on anecdotal records. The counselor is the one who has had the opportunity to become and keep relatively more familar with concepts of statistics, measurements and personality dynamics than the teacher. (3) When teachers seek educational and/or occupational information to pass on to pupils in group or individual settings. The complexity of such information and the rapidity with which it changes demands that someone in the school be responsible for its collection, interpretation, and dissemination. (4) When teachers are at a loss in their attempts to help pupils with problems brought to them, the counselor should be viewed as one who can provide consultative help in both counseling methodology and referral agencies. Teachers who are unwilling to take advantage of these services are protecting their egos at the expense of pupils. The counselor is a specialist in the guidance of youth but the teacher is a specialist in instruction.

Third, teachers should consider themselves as consultants to the counselor. When oral reports of behavior are made to the counselor he is the prime benefactor. When teachers are willing to put such reports in writing, they serve as effective consultants to the entire professional staff. This is why counselors encourage teachers to participate in the maintenance of cummulative records, collection of anecdotes, the formulation of rating scales and sociometric analysis. The conscientious attempt of teachers to increase total staff understanding of pupils is a basic factor in the success or failure of the entire guidance program.

Fourth, counselors have a right to expect teachers to view themselves as guidance workers actively involved in providing direct assistance to pupils. Teachers provide guidance services in two primary ways: First, independent action taken in response to a pupil request or from perceived help noted in the classroom. Second, creating classroom conditions conducive to pupil change of behavior after the counseling interview. Teachers who are not willing to work actively in providing guidance opportunities to students don't derserve to be called professional and would do well to leave education for more suitable employment.

Administrator-Counselor Relationships

These relationships are complex and vital to the success or failure of the guidance program. There are five aspects of these relations:

First, direction of the program. If guidance is viewed as total staff involvement, then the staff must be directed. The principal should view himself as administrator of guidance services as he functions as administrator of any other aspect of the total school program. Guidance, like any other program, does require administration and such activities should be carried out by administrators--not counselors.

Second, supervision and evaluation of counselor activities. You should know why you need a counselor. Too often, the administrator gives the counselor no direction. He should inform the counselor of his needs. The job in a school comes from looking at the total school program and its needs, therefore, it will differ from school to school. You tell the counselor what you need, it's his job to do it.

Third, daily verbal interaction between administrator and counselor. This is the most delicate part and one crucial to the success of guidance. It is proper and necessary that administrators and counselors confer frequently regarding pupil behavior. Administrative action may be necessary to effect change. At the same time, it is expected that both administrators and counselors will receive certain pupil information in confidence which neither can properly reveal to the other. This in no way means administrators and counselors should not visit about pupils.

Fourth, administrator perceptions of counselor availability. Counselors should be considered as available--and no more so--than any other staff member for special assignments which become necessary during the school day. Because he isn't teaching doesn't mean that he is available as a substitute teacher, taxi driver for sick pupils, official host for school visitors, acting principal, hall monitor, or ticket taker whenever the emergency arises. Neither was he hired to listen to the principal's complaints about teachers, parents, etc. These are misuses of the counselor's time.

Fifth, administrative decisions concerning counselor-pupil ratio, physical facilities and budget. Too often counselors must admit that something is better than nothing. Administrators must recognize that counselor effectiveness is limited by space, time, and money. A ratio of 1:700 can't be justified for a counselor any more than a comparative ratio for a teacher. The counselor has as much right to expect physical facilities as a certain standard as any other staff member. Finally, 7/10 of 1% of budget money goes to guidance, but for a good program 5% of the money is needed. I don't advocate taking money from other programs, but I do advocate giving guidance its fair share.

Counselor-Pupil Relationships

This is the area most crucial to counselor success. The counselor should not be expected to succeed in counseling all pupils anymore than teachers are expected to be successful in teaching all pupils. What kinds of student perceptions of counseling are the most desirable?

First, as an adult among a number of adult figures in the school. The counselor is more mature and more knowledgeable than himself. He is a rich source of both self and environmental information.

Second, as one he can trust. One to whom it is permissible to relate anything which concerns the student with assurances that it will be held in confidence.

Third, as one whose prime objective is to help the student to help himself. He is one who is willing to counsel with him, but not to take the responsibility for the decision reached.

Fourth, as one who always has time to help students explore problems, but who is not available for idle conversation.

The student should view the counseling experience as one where he and the counselor work together toward his objectives. Until the student recognizes self-responsibility for working towards solution of his problems, there is little a counselor can do to help.

The student, teacher, or administrator who expects counseling to be an easy, pleasant process resulting in quick decisions made primarily by an all-knowing counselor who is accurately able to predict the future is bound to be disappointed in both counseling and the school counselor.

Answers to Questions from the Floor:

1. Counselors role in scheduling--he works with kids in planning and choosing subjects, but not in making a master schedule.

2. Vocational counseling future--don't make a new field of vocational counselors, but make present counselors more knowledgeable about jobs and opportunities. Don't create specialists in vocational and college counseling. The counselor should have broad knowledge.

3. Elementary school counseling--we should have them as fast as we can get good ones. Don't make counselors out of people who aren't qualified just because you need them, as was done on the secondary level. We can't move too fast. We are now just realizing what can be done in this field. I like the idea of your State Department -- a counselor in every elementary school by 1980. This is realistic.

Taken from Arkansas Counselgram, October, 1968.

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GOOD GUIDANCE GUIDES

1. All students do not require the same type of guidance, at the same time, nor to the same extent.

2. The essence of good guidance is simplicity and common sense.

3. Guidance tools and techniques should not be regarded as an end in themselves.

4. Guidance is a slow, continuous process. Don't expect spectacular or immediate results.

5. A problem which may appear trivial to a counselor may be extremely important to the student. All problems should be treated with serious consideration and understanding by the counselor - but mountains should not be made out of molehills.

6. The problems as stated by the student, is not always the real problem.

7. Collect and interpret all significant and pertinent information that is available about the student before attempting to counsel him.

8. Make it easy for the student to arrange an interview and to return voluntarily for one or more interviews if need be.

9. A counselor is not a "problem solver." His function is to help the student identify the problem; face it realistically; explore possible solutions.

10. Keep a written record of all interviews for future reference. It takes time, but it saves both time and effort and increases efficiency.

11. All occupational and training information which is given to the student must be up-to-date, accurate, reliable and complete. Partial, wrong, or out-of dated information is worse than useless.

12. Guidance and counseling is not a one-man job. It is essential to utilize the resources of the staff, the home and the community.

13. Students should be thoroughly familiar with the guidance services which are available in the school and know why they are provided.

14. Frequent and critical self-evaluation will make a good counselor a better counselor.

15. There is nothing like a follow-up study to help one appraise the merits of the guidance program and to effect such improvements as are necessary and desirable.

16. Students will discuss their problems with a counselor only when they like him and respect him, and when they feel assured that their interviews will be treated in the strictest confidence.

17. A guidance program can be successful and effective only when it is an integral part of the total school program.

18. "No guidance" is better than "poor guidance."

19. Good counseling requires a positive rather than a negative approach.

20. The necessity for establishing good rapport between the counselor and the counselee cannot be over-emphasized.

Taken from Nova Scotia's Guidance Newsletter.

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A GOOD GUIDANCE PROGRAM

A good guidance program takes more than talk. It takes...

PARENTS who in their desire for the best possible education for their children recognize the need for personalized guidance services in today's fast growing schools and are willing to help support such services.

SCHOOL ADMINISTRATORS who know the value of effective guidance services to pupils, teachers, and community-school relations...who give strong leadership to the program...who appoint well-qualified guidance personnel and provide them with adequate time and facilities to carry out their responsibilities successfully.

TEACHERS who like youngsters and enjoy teaching...who continually study their pupils to find ways of helping them benefit most from their school experiences... who become active members of the guidance team.

SCHOOL BOARD MEMBERS who believe that guidance services are essential and that it is a good investment of public money to allocate approximately 5 per cent of the annual school budget for guidance services - especially when this expenditure is considered in relation to cost to society for failing to provide such services.

COUNSELORS and other guidance workers who are especially skilled in helping boys and girls work out solutions to their educational, vocational, and personal problems...who are trained in the use of modern guidance tools and methods... who work effectively with teachers, parents, and community organizations that serve children and youth.

TEAMWORKERS who represent both the school and the community working together systematically to serve the common and individual needs of boys and girls as they move through school.

Taken from Minnesota Guidance Bulletin.

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ARE YOU FAMILIAR WITH THESE MATERIALS?

Careers and Opportunities in Science: A Survey of All Fields. Edited by Phillip Pollock. E. P. Dutton and Company, Inc., 201 Park Avenue, South, New York, New York 10003.

Careers for Social Scientists. Edited by J. H. Chamberlain. H. Z. Walck, 19 Union Square West, New York, New York 10003.

Chart Your Job, Future and Life Adjustment Booklets. Science Research Associates, 259 East Erie Street, Chicago, Illinois.

Discovering Myself. Edited by National Forum Foundation. The National Forum Foundation, American Guidance Service, Publishers Building, Circle Pines, Minnesota 55014.

Encyclopedia of Careers and Vocational Guidance. Edited by William E. Hopke. Doubleday and Company, Garden City, New York.

How to Get the Job. Edited by Driese Mitchell. Science Research Associates, 259 East Erie Street, Chicago, Illinois.

Planning My Future. Edited by National Forum Foundation. The National Forum Foundation, American Guidance Service, Publishers Building, Circle Pines, Minnesota 55014.

Role Playing Methods in the Classroom. Edited by the Science Research Associates. Science Research Associates, 259 East Erie Street, Chicago, Illinois.

Successful Living. Edited by Eleanor Peterson. Allyn and Bacon, Inc., 150 Tremont Street, Boston, Massachusetts.

Successfully Finding Your Job. Edited by Alexander F. Magaaum. Harper and Row, 49 East 33rd Street, New York, New York.

The Need for Plastics Education. The Society of the Plastics Industry, Inc., 250 Park Avenue, New York, New York 10017.

Understanding Yourself. Edited by William C. Menninger. Science Research Associates, 259 East Erie Street, Chicago, Illinois.

What Employers Want. Edited by James C. Wortham. Science Research Associates, 259 East Erie Street, Chicago, Illinois.

You and the Next Decade. Edited by Adrian A. Paradis. David McKay Company, 750 Third Avenue, New York, New York.